

## The Effect of the *SALUD (Sadar Lalu Lintas AUD)* Project on Improving Learning Outcomes of Early Childhood Diversity Dimension

Mega Hendrica, Imamah  
Panca Sakti University Bekasi

### ABSTRACT

This study aims to analyze the application of the value of bhayangkara in the implementation of P5 reinforcement at Bhayangkari 01 Serang Kindergarten. Using associative methods and quantitative approaches, this study examines the relationship between the independent variable, namely the SALUD program, and the dependent variable, namely the emergence of learning outcomes on the value of bhayangkara. This study uses SPSS version 24 software to analyze numerical data obtained from assessment and observation sheets. The subjects of the study were early childhood children aged 4 to 6 years with a total of 60 children. This study is expected to provide an important contribution to the development of learning methods by involving parties outside the school to improve the value of bhayangkara. The hypothesis tested is that there is a positive and significant influence between the SALUD program and the indicator of the emergence of learning outcomes on the value of bhayangkara. This study was conducted at Bhayangkari 01 Serang Kindergarten in June - August 2024. The results of the bivariate analysis reported that the odds ratio (OR) 3.4; P value: 0.002 <0.05; 95% CI: 1.63 – 7.37. The interpretation of this result is that the SALUD program is able to increase the emergence of learning outcomes in the diversity dimension in Bhayangkari Kindergarten students 3 times higher and is statistically significant. Based on the results of the multivariate analysis, it is known that the SALUD program still has a significant effect on improving learning outcomes in Kemala Bhayangkari 01 Serang Kindergarten students p value 0.018 <0.05. This result remains significant even though there are differences in gender and age.

**Keywords:** *SALUD Project, Learning Outcomes, Diversity Dimension, Early Childhood*

#### **Corresponding author**

**Name:** *Mega Hendrica*

**Email:** *meggahendrica@gmail.com*

### INTRODUCTION

A driving school is a designation for schools that have successfully passed the selection and met the requirements so that they are designated by the Ministry of Education and Culture as schools that implement the independent curriculum in order to realize the profile of Pancasila students (Daga, 2021; Patilima, 2022). Kemala Bhayangkari 01 Seranga Kindergarten is a school that was selected as a driving school. The Kemala Bhayangkari Foundation, as an educational institution that has a distinctive identity,

places Bhayangkari values as a fundamental element in early childhood development (ECD). These values not only reflect the character and ethics expected of each individual but also serve as a foundation in the learning process and character building of children at all school levels, including in Kemala Bhayangkari PAUD (Bhayangkari, 2022).

The Kemala Bhayangkari PAUD quality development technical manual on habituation of kebhayangkaraan values provides guidance on the characteristics of these values and how they can be applied in student behavior. The values of kebhayangkaraan are expected to be a solid foundation in the character building of children in Kemala Bhayangkari PAUD. By instilling these values from an early age, it is hoped that a generation that is not only academically intelligent but also has a strong character and noble character will be realized (Bhayangkari, 2022). The dimensions of diversity and creativity in the Pancasila student profile are very important aspects of education in Indonesia (Salsabila, 2024). Diversity teaches the values of tolerance and respect for differences (Ismail, 2021), while creativity encourages the development of innovative thinking skills and effective solutions (Kahfi, 2022). Integrating these two dimensions, education is expected to form the next generation who not only understand and appreciate diversity but are also able to think creatively to face various challenges in the future (Muhammad Rizal, 2022). This will produce graduates who are not only academically competent but also have integrity and contribute positively (Zuriah, 2022).

As a first step in implementing the Pancasila learner profile, teachers are expected to prepare a project theme module as a form of learning planning through the concept of project-based learning (Multazam, 2023). In preparing the module, it is very necessary to consider the stages of growth of students' abilities, take into account the achievement of project topics and project themes that will be chosen by students (Cantika, 2022), besides that teachers consider the development of students in the long term (Khairunisa, 2024).

Previous research has reported that driving schools that want to implement projects to strengthen the profile of Pancasila students will have special value if they are able to present projects that synergize with the vision and mission of the school so that they are easily applied to school residents (Krisnawati, 2023; Mustaghfiroh, S. 2020). Kemala Bhayangkari 01 Serang Kindergarten has been selected as a driving school that must implement the P5 program but still highlight the value of Bhayangkari according to instructions from the Head of the Kemala Bhayangkari Foundation Central Board. Based on this background, the Bhayangkari 01 Serang Kindergarten teacher team agreed to align the program on P5 with the dimensions of global and creative diversity with the theme "I love Indonesia.". Program implementation requires a benchmark in its success, but this program has never been analyzed for its success because it is a new program. Based on this, the researcher is interested in conducting a study entitled "Analysis of the Application of Kebhayangkaraan Values in the Implementation of Strengthening P5 at Bhayangkari 01 Serang Kindergarten in 2023-2024".

Early childhood education is a critical period in children's development, where they begin to recognize the world around them and learn things actively. One of the

important aspects to learn is traffic signs, as knowledge of traffic signs is essential for their safety while on the road. Traffic signs are important information for children who are learning to think critically and explore the world around them. Good early childhood education can help expand a child's knowledge, make them more independent in their thinking, and able to make quick and sensible decisions. It also helps build social and emotional skills, which are important for children to improve their ability to interact with friends and teachers.

We often find children of early childhood education age when they are on the highway not paying attention to right and left, such as children walking in the middle of the road not knowing that there are bicycles behind them, cars wanting to pass, children when riding mini bikes in the middle of the road at high speed, and children when riding motorbikes with parents are acting/moving a lot, sleepy. While many children after early childhood education violate traffic laws, students or teenagers prefer to drive at high speeds and drive recklessly and are also famous for their unsafe and disorderly driving behavior, such as driving with more than two people without using safety helmets, driving at uncontrolled speeds, driving without a supporting license, driving too close to other vehicles, using the right or left exhaust when turning right or left, and forgetting to turn off the signal lights after turning, which makes people wrongly expect to turn so that a collision can occur. In addition, there are also those who do not turn on their lights at night, which is very dangerous.

Such people seem to be ignorant of traffic rules and etiquette. One of the reasons people do not obey traffic rules is due to lack of attention from families (parents) and educators. As a teaching staff, educators are not only based on or aiming to complete curriculum teaching but must also be able to provide or instill good personality education to students, because with character education for students, it is certain that the development of students' personalities will be good and they have mental resilience.

The dimensions of diversity refer to various aspects of diversity that exist in society, including differences in culture, ethnicity, religion, gender, and various other social backgrounds. Understanding the dimensions of diversity is important to create an inclusive and harmonious environment. In the context of education and character development, the dimensions of diversity play a role in shaping individuals who are sensitive to differences and able to adapt to various social situations. In accordance with the concept of the global dimension of diversity, Indonesian students are expected to have an attitude of respect for diversity and tolerance for differences. This allows them to introduce their own culture, communicate and interact between cultures, as well as reflect on and take responsibility for the experience of diversity in order to achieve social justice. Global diversity refers to the understanding, appreciation, and recognition of diversity at the global level. It includes awareness of the various cultural, ethnic, religious and linguistic backgrounds that exist around the world, as well as efforts to integrate these values in global interactions and policies. In the context of education and character development, global diversity is often defined as the ability to understand and appreciate differences and participate in a global society. The dimension of diversity also refers to

various aspects or elements that can be used to measure and understand the level of diversity and integration in a community or system. In educational and social contexts, it helps assess how well the values of diversity are implemented and valued.

## METHOD

This study uses an associative method that aims to determine the relationship between two variables, namely the effect of implementing the SALUD program on the emergence of the achievement of the global diversity dimension. The program in P5 with the dimensions of global and creative diversity with the theme "I love Indonesia." The activities were carried out with the designed activity being "SALUD (early childhood traffic awareness)" for the global diversity dimension in collaboration with POLANTAS Polres Serang.

Data collection instruments in the form of checklists/assessment sheets and assessments carried out by researchers who have been standardized by the government. The dimension of diversity is defined as understanding the importance of loving the homeland, understanding and obeying the rules, maintaining order, mentioning violations, and being able to analyze mistakes. The results of this analysis will be categorized as 1: if it has appeared and 0: if it has not appeared at the end of the activity.

Hypothesis testing in this study used the chi-square test to determine the significant relationship between the independent variable (X) and the dependent variable (Y). To find out whether the coefficient value obtained is significant or not, if the Sig value > 0.05, then  $H_a$  is accepted and  $H_0$  is rejected, while if the Sig value < 0.05, then  $H_1$  is rejected and  $H_0$  is accepted (Sukestiyarno, 2017).

## RESULT AND DISCUSSION

The data normality test was carried out using the Kolmogorov-Smirnov test for each variable. Research data is considered normally distributed or meets the normality test if the Asymp.Sig (2-tailed) value for the residual variable is above 5% or 0.05. Conversely, if the Asymp.Sig (2-tailed) value for the variable is below 5% or 0.05, then the data is considered not normally distributed or does not meet the normality test (Sukestiyarno, 2017).

**Table 1. Data Normality Test Analysis**

Hasil belajar pada dimensi kebhinekaan	Kelompok	Kolmogorov-Smirnov <sup>a</sup>			Saphiro-Wilk		
		Statistic	df	Sig	Statistic	df	Sig
Sebelum Proyek SALUD	Sebelum	.400	60	.000	.617	60	.000
	Setelah	.434	60	.000	.586	60	.000

Based on the results of the data normality analysis, it is known that in the distribution of data on respondents (Kemala Bhayangkari Kindergarten children) before

and after participating in the SALUD program, because the Sig value is  $0.000 < 0.05$ , the data is not normally distributed. Univariate analysis will display the distribution of respondents' age, gender, and the number of learning outcomes that have appeared or have not appeared. In detail, the univariate results are as follows:

**Table 2. Frequency Distribution of Learning Outcomes on the Diversity Dimension**

Category	N	Percentage
Not Appeared Yet	56	46.7 %
Already Appeared	64	53.3 %
<b>Total</b>	<b>120</b>	<b>100 %</b>

The results showed that the majority of respondents' data showed that learning outcomes had emerged in the dimension of diversity, namely 53.3% of the total data processed.

**Table 3. Cross Tabulation of Learning Outcomes Before and After the SALUD Project**

	Learning Outcomes on the Diversity Dimension				Total	
	Not Appeared Yet		Already Appeared		N	%
	n	%	n	%		
Before	31	30.8	23	19.2	60	50
After	19	15.8	41	34.2	60	50
Total	56	46.7	64	53.3	120	100

Based on the results of the cross tabulation, it is known that there was an almost two-fold increase in the emergence of learning outcomes of Bahayangkari kindergarten students before and after the SALUD program, from 19.2% to 34.2%, while the number of kindergarten students who have not yet emerged learning outcomes decreased by 2 times, from 30.8% to 15.8% after the SALUD program. These results are certainly very positive and provide good learning experiences and outcomes.

**Table 4. Analysis of the Relationship (Association) of the SALUD Project to the Learning Outcomes on the Dimensions of Diversity**

Chi Square Test			
Odds Ratio (OR)	P value	95% Confident Interval	
		Upper Limit	Lower Limit
3.4	0.002	1.63	7.37

The results of bivariate analysis reported that the odds ratio (OR) was 3.4; P value:  $0.002 < 0.05$ ; 95% CI: 1.63 - 7.37. The interpretation of this result is that the SALUD program is able to increase the emergence of learning outcomes on the dimension of diversity in Bhayangkari Kindergarten students 3 times higher and statistically significant.

**Table 5. Multiple Logistic Regression Analysis of the Relationship between the SALUD Project and Learning Outcomes on the Diversity Dimension**

Outcome	B	95% Confident Interval		P value
		Upper limit	Lower Limit	
Constant	8.17			0.018
Age	1.22	0.09	0.87	0.027
Sex	0.99	0,68	8.97	0.169

The results of multivariate analysis showed that the SALUD program still had a significant effect on improving learning outcomes in Kemala Bhayangkari 01 Serang Kindergarten students with a p value of  $0.018 < 0.05$ . This result remains significant despite gender and age differences.

This study aims to analyze the effect of the SALUD program on the emergence of learning outcomes in Bhayangkari 01 Serang Kindergarten students. This study uses associative methods and quantitative calculations with a pseudo-experimental design to measure the extent to which the SALUD program is able to generate student learning outcomes and how strong the relationship is. Data were collected through observation and validated instruments distributed to teachers to assess and observe the emergence of learning outcomes. Based on the results of the study, the SALUD program was proven to be able to improve the learning outcomes of Kemala Bhayangkari Kindergarten students on the value of kebhayangkaraan (dimension of diversity) significantly up to 3 times (OR 3.4; P value:  $0.002 < 0.05$ ; 95% CI: 1.63 - 7.37); even this result remained significant even though respondents had differences in gender and age (p value  $0.018 < 0.05$ ).

These results are in line with research (Mey, 2024) entitled "Improving the quality of students through the implementation of Pancasila values in the frame of Unity in Diversity: implementation of Pancasila values in the frame of Unity in Diversity," which reports that the implementation of the value of diversity has several obstacles, including the ability of staff or teachers and habituation that is difficult for students to accept; this is reported to be overcome by involving other teams of educators, such as cooperation with other professions that are able to bring the value of diversity, such as the police or the TNI (Widya, 2023). As well as habituation activities such as morning apples and teaching the value of discipline and unity in diversity (Winanda, 2023).

Another similar study reported by Siahaan (2020) entitled "The Communication Strategy of the Medan Police Traffic Unit (Satlantas) on the 'Polisi Sahabat Anak'

Campaign Program in Medan City” states that in the learning process the main thing that needs to be considered is communication; in kindergarten, children need mature communication strategy planning so that learning objectives can be conveyed properly. By providing real examples to children, it is hoped that activities involving traffic police can instill discipline, ethics, and knowledge in children from an early age (Hendri, 2020).

Researchers assume that the SALUD program has generated learning outcomes in at least 3 values of citizenship, namely: 1. On the value of love for the country where students are able to sing the Indonesia Raya song. 2. On the value of discipline, where students are able to line up regularly, obeying traffic signs. 3. On the value of example, where some of them are able to play roles and understand their duties as leaders in guiding other friends to follow and explain traffic rules.

The SALUD program has also raised the value of the Pancasila student profile in the dimension of diversity, which synergizes with the value of nationalism, namely loving the country, being able to communicate well, and being responsible for the experience of diversity and social justice.

## **CONCLUSION**

Based on the results of multivariate analysis, it is known that the SALUD program still has a significant effect on improving learning outcomes in Kemala Bhayangkari 01 Serang kindergarten students,  $p\text{-value } 0.018 < 0.05$ . This result remains significant despite gender and age differences.

Further research can be conducted with larger samples and more diverse methods to strengthen the findings. Longitudinal studies to see the long-term impact of reading and writing literacy in the formation of diversity and other national values could also be the focus of future research.

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